Abstract

In modern educational study, humanistic psychology has obtained an important place for exploration of the human psychology in terms of neurological and constructive exercising of the human potentialities in support of the human welfare. Abraham Maslow and Carl Rogers are two eminent psychologists who had contributed some valuable things for the development of disciplinary study. Carl Rogers had introduced with the theory of self-development and some related issues. The self has been considered as an existence or essence which is a fundamental element of human organism; it is driver of the psycho-physiological organism to intended goals perfectly. In this study, researcher has planned a study in view of Carl Roger’s Theory of Self. Post graduate students have been chosen as the participants of this study. On the basis of different dimensions of the self-development and self-concept, a data collection scale has been developed and standardised; finally that has been used to assess the level of self-concept of the post graduate students on the basis of locality and gender indicators. At the end, researcher has concluded that among the post graduate (M.A) class students the variation of self-concept is very minor in nature. Three dimensions (namely self-worth or self-esteem, self-image and self-actualization) of self-concept has been considered by the researcher in the present study.
1. Introduction

Self-related issues are the agenda of humanistic psychology; are directly related to the development of the human personality for assuring the human welfare. On the basis of theoretical notations provided by Carl Rogers on the theme of self-development, self-worth, self-image, ideal self, self-actualization and balanced personality for making the fully functioning person in this rapidly changing and dynamic society, the planning of this study has been developed. Through the development of self-concept, an individual will be able to reach on a highest position in life and will also be able to direct, to monitor, to control own feeling and thinking. Through self-actualization one can get a position of autonomy in favour of self-realization and self-monitoring which will be helpful for exploring the human potentialities. ‘Self’ is a core of human existence having unique features. It had been studied by the classical Indian Philosopher as Sprit, Soul, Atman or Jiba Atman, Being, Purusha and so on. Human self holds the all probabilities or treasures or faculties; those can be used in different angles to reach a specific target. Carl Rogers had been advocated a theory of self-development. He stated that the ultimate stage of self-development is self-actualization; it is a phase of autonomy in where all things related to the human needs and motivations can get a sustainable state. In this stage, already exited faculties can get a chance to manifest properly as well as perfectly.

Human psyche, spirit or soul, mind are some similar terms of Self; but they carried separate meaning in this regards. There are worldwide unaccountable scholars who are engaged them to explore self-related unidentified issues for innovation. He had introduced a perspective to study human self in terms of human personality. Human being is an owner of different faculties like thinking, judging ability, problem solving ability, memorising ability and so no. Those can help to construct some innovative ideas and concept of life building and self-enrichment. Human cognition is nourished state of knowledge in or by the human psyche or self. Modern psychologist has identified the mechanism of neurological influences to exercise human cognitive faculties in the field of construct or innovation of some ideas or concept respectively. In this regard, it has been proved that development of human self will help to frame self-worth or self-esteem and own image of self correspondingly. Self-actualization is a state in where human psychology can get a status of sustainability which will represent the balancing trends in the formation of human personality. In this study, researchers had wanted to perceive the level of self-concept of post graduate students on the basis of normative study of Carl Rogers’s theory of self-concept.

2. Emergence of the study

In modern education system, the qualitative improvement of education has highly been focused for national development and exploration of innovations. The issue of the quality in higher education has continuously faced a number of troubles; absence of proper exercising of human qualities is one of them. Students are not aware about their own qualities and psychological capacities. Absence of awareness has indicated a direction of self-development basically the issue of self-concept. Carl Roger’s theory of self is a pioneering school concerned with the study of self and its fundamental related aspects like self-worth, self-image and self-actualization and so on. For assessing the awareness level of post graduate students about own self in the purpose of academic improvement, this study has been realized by the researcher. It is also intended to focus the application aspects of the Roger’s tri-dimensional theory of self-concept in this regard.
3. Assumption of the Study
By observing the situation of the study, researcher has assumed some aspects related to the current study; those are as follows-

- It is assumed that there may exist variation among the selected participants for this study in terms of their self-concept on the basis of tri-dimensions as a whole.
- It is also assumed that there may exist gender and locality wise difference among the participants of the current study.

4. Objectives of the study
Researcher intends to reach following objectives on the basis of present study. After completing this study, researcher intends –

- To develop a standardized questionnaire to assess the self-concept of the higher education students.
- To measure the self-concept of post graduate students in terms of Carl Roger’s advocated theory of self-concept containing tri-dimension like self-worth or self-esteem, self-image and self-actualization respectively.
- To determine the locality and gender wise difference of self-concept among the participants.
- To compare among the variables viz gender, locality and gender plus locality in terms of self-concept

5. Hypothesis
On the basis of assumption and objectives of the study, following hypotheses has been considered by the researcher.

- $H_1$: There exists significant variation among the selected participants in terms of self-concept.
- $H_2$: There exists significant gender wise deference in terms of self-concept among the post graduate students.
- $H_3$: There exists significant locality wise deference in terms of self-concept among the post graduate students.

6. Significance of the study
This study will help to assess confidence level of the post graduate students and proper utilization of the potentialities. How many post graduate students are concerned with the importance of the development of self-concept in connection with academic enrichment; researcher will receive some required information from this disciplinary research study. This study will help to focus about the self-esteem, self-image and actualization among the selected participants correspondingly; one can move towards the up gradation on the basis of such learning.

7. Terms used
In this research, several terms have been used to explore the definite area for organizing and coordinating the research work. Those terms have been defined one by one.

a. **Self-Worth or Self-esteem**: Self worth or self esteem is an attitude about the own value concerning the some predetermined objects. It is a state of mind, related with the self-
evaluation about the one’s position. It is also considered that it is a parameter of self-respect of
the students
b. **Self-Image:** Self-image indicates that how one look or sees oneself; self-image linked with
inner personality Self-image will influence one’s feeling and behaviours on the basis of
realistic aspects for evaluation. How I think something about myself, then the efforts will be
known as self-exercising technique.
c. **Self-actualization:** Self-actualization is a state of thought in where restless of mind can get a
sustainable state. In this regard, Calr Roger has defined it as a basic tendency to maintain and
to control human organism “(Rogers, 1951, p. 487).

8. **Research Methodology**

Researcher has followed the features of normative research design in this study.

a. **Sampling**

Initially, researcher has selected all post graduate students of academic session 2013- 2014
within the University of Gour Banga, Malda, as a population of the current study Researcher
has applied judgmental sampling technique to select the appropriate representative sample for
this study. 200 arts students have been selected for this study.

b. **Tool used**

For collecting the representative data, a *self-concept measuring scale* has been used in this
regard having with some qualities like validity, reliability, objectivity, and norms etc. it was a
three point questionnaire containing 66 test items to assess the corresponding responses.
Value of reliability coefficient and Cronbach alpha are 0.987 and 0.991 respectively; expert
validity has been computed; for assessing the self-concept objectively predetermined scoring
key has been developed; for determining the normative aspects of the corresponding raw data
derive score (i.e. Z score or Standard Score) has been computed.

c. **Design:** Participants of this study have been selected on the basis of gender, locality an
gender plus locality respectively; after that investigator administered the developed test for
collecting corresponding response on self-concept; then objective scoring key has been used
for drawing the data out from the raw data, after that data is analysed statistically.

9. **Analysis and Interpretation of the study**

Collected data has been analysed on the basis of predetermined objectives of the study. Following
descriptive and inferential statistics had been computed to test the corresponding hypothesis. On
the basis of following statistical data it is interpreted that the objective of assessment of the self-
concept of M.A class students has been filled properly. For testing the hypothesis no 1 in terms of
variation among post graduate students in terms of their self-concept, following statistical
computation has been carried out.

   a. **Testing of Hypothesis**

Testing corresponding hypothesis has been presented one by one-

   ☐ *H₁*: There exists significant variation among the selected participants in terms of self-
concept.

By observing the mean values in different strata of this study, it is interpreted that the variation is
very slight. That perception has been cleared for approximately same value of standard deviation
and standard error of the mean. This perception has also been presented graphically below.
Table 9.1 Descriptive Statistics on Self Concept of Post Graduate Students

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum Statistic</th>
<th>Maximum Statistic</th>
<th>Mean Statistic</th>
<th>Std. Deviation Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>UBSC</td>
<td>26</td>
<td>137.00</td>
<td>175.00</td>
<td>157.3462</td>
<td>1.83801</td>
</tr>
<tr>
<td>UGSC</td>
<td>56</td>
<td>127.00</td>
<td>179.00</td>
<td>152.4643</td>
<td>1.46162</td>
</tr>
<tr>
<td>RBSC</td>
<td>74</td>
<td>130.00</td>
<td>173.00</td>
<td>151.7703</td>
<td>1.28408</td>
</tr>
<tr>
<td>RGSC</td>
<td>44</td>
<td>133.00</td>
<td>180.00</td>
<td>152.6591</td>
<td>1.51034</td>
</tr>
<tr>
<td>URBANSC</td>
<td>81</td>
<td>127.00</td>
<td>179.00</td>
<td>154.1111</td>
<td>1.18725</td>
</tr>
<tr>
<td>RURALSC</td>
<td>118</td>
<td>130.00</td>
<td>180.00</td>
<td>152.1017</td>
<td>.97946</td>
</tr>
<tr>
<td>BOYSSC</td>
<td>99</td>
<td>130.00</td>
<td>175.00</td>
<td>153.2929</td>
<td>1.09573</td>
</tr>
<tr>
<td>GIRLSSC</td>
<td>100</td>
<td>127.00</td>
<td>180.00</td>
<td>152.5500</td>
<td>1.04913</td>
</tr>
<tr>
<td>TOTALSC</td>
<td>200</td>
<td>127.00</td>
<td>180.00</td>
<td>152.8850</td>
<td>.75389</td>
</tr>
</tbody>
</table>

**UBSC → Self Concept of Urban Boys students, UGSC → Self Concept of Urban Girls Students, RBSC → Self Concept of Rural Boys students, RGSC → Self Concept of Rural Girls students, URBANSC → Self Concept of Urban students, RURALSC → Self Concept of Rural students, BOYSSC → Self Concept of Boys Students, GIRLSSC → Self Concept of Girls students, TOTALSC → Self Concept of total selected sample of this study.**

Through the study of the above table, some observation has been described one by one. The uniformity in mean value, standard deviation and standard error of the mean has proved that the strata wise variations in terms of self-concept of the post graduate students are found very slight. Although in the case of urban students, the level of self-concept is slightly higher than other strata of this study; basically urban boys post graduate students are slightly higher performer in the scale of self-concept.

Figure 9.1: Bar graph representing strata wise mean score for observing the variation
The above figure specifically has indicated that average performance among the urban post graduate students in terms of tri-dimensional self-concept. Similarly, boys are more aware about the self-worth and self-image.

### Table 9.2: Derived score (Z score) on Self Concept of Post Graduate Students

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Min. Score</th>
<th>Z Score of Min.</th>
<th>Maxi. Score</th>
<th>Z Score of Maxi.</th>
</tr>
</thead>
<tbody>
<tr>
<td>UBSC</td>
<td>157.3462</td>
<td>1.83801</td>
<td>137</td>
<td>-11.0696</td>
<td>175</td>
<td>9.605</td>
</tr>
<tr>
<td>UGSC</td>
<td>152.4643</td>
<td>1.46162</td>
<td>127</td>
<td>-17.422</td>
<td>179</td>
<td>18.154</td>
</tr>
<tr>
<td>RBSC</td>
<td>151.7703</td>
<td>1.28408</td>
<td>130</td>
<td>-16.954</td>
<td>173</td>
<td>16.533</td>
</tr>
<tr>
<td>RGSC</td>
<td>152.6591</td>
<td>1.51034</td>
<td>133</td>
<td>-13.0163</td>
<td>180</td>
<td>18.102</td>
</tr>
<tr>
<td>URBANSC</td>
<td>154.1111</td>
<td>1.18725</td>
<td>127</td>
<td>-14.4786</td>
<td>179</td>
<td>20.963</td>
</tr>
<tr>
<td>RURALSC</td>
<td>152.1017</td>
<td>0.97946</td>
<td>130</td>
<td>-22.565</td>
<td>180</td>
<td>28.483</td>
</tr>
<tr>
<td>BOYSSC</td>
<td>153.2929</td>
<td>1.09573</td>
<td>130</td>
<td>-21.25788</td>
<td>175</td>
<td>19.81</td>
</tr>
<tr>
<td>GIRLSSC</td>
<td>152.55</td>
<td>1.04913</td>
<td>127</td>
<td>-24.3535</td>
<td>180</td>
<td>26.164</td>
</tr>
<tr>
<td>TOTALSC</td>
<td>152.885</td>
<td>0.75389</td>
<td>127</td>
<td>-34.335</td>
<td>180</td>
<td>35.966</td>
</tr>
</tbody>
</table>

Derived Score of minimum score of self-concept in terms of different strata of this study has been observed between from -24 to +35; this is the normative range of the each individual score of the distribution. This is presented graphically below with the help of the presentation of a bar graph.

Figure 9.2: Bar graph representing strata wise minimum and maximum score for observing the variation
A study on the Self Concept of M.A Class students in view of Carl Roger's theory of self

Figure 9.3: Bar graph representing strata wise range of Derived score (Z score) for observing the variation

The figure – 3 has presented that the range of Z score of the distribution as normative and also comparative indicators in this study. In more cases, the derived score has been found within ±20 score.

- \( H_2 \): There exists significant gender wise deference in terms of self-concept among the post graduate students.

Table 9.3: Represent the gender wise mean difference in terms of self-concept of the post graduate students

<table>
<thead>
<tr>
<th>Difference between</th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>Lower</td>
<td>Upper</td>
</tr>
<tr>
<td>BOYSSC - GIRLSSC</td>
<td>1.0202</td>
<td>11.19856</td>
<td>1.12550</td>
<td>-1.21331</td>
<td>3.25372</td>
</tr>
</tbody>
</table>

On the basis of calculated ‘t’ value, it is concluded that difference between boys and girls post graduate students has been found insignificant; therefore corresponding hypothesis will be rejected.
in this case. Eventually, it is interpreted that gender wise difference is not significant in the terms of self-concept on the basis of tri dimension prescribed by Carl Rogers.

- **H₃**: There exists significant locality wise deference in terms of self-concept among the post graduate students.

<table>
<thead>
<tr>
<th>Difference between</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>URBANSC - RURALSC</td>
<td>3.50617</td>
<td>11.54570</td>
<td>1.28286</td>
<td>.95321, 6.05914</td>
<td>2.733</td>
<td>80</td>
<td>.008</td>
</tr>
</tbody>
</table>

The commutated value of ‘t’ has been found significant at the 0.01 level of significant. Therefore, the corresponding hypothesis will be accepted. Locality wise difference among the post graduate students has been found significant in terms of self-concept. The commutated value of ‘t’ has been found significant at the 0.01 level of significant. Therefore, the corresponding hypothesis will be accepted. Locality wise difference among the post graduate students has been found significant in terms of self-concept.

10. Conclusion

At the end of the study, it is concluded that self-concept has been determined as a measurable variable on the basis of tri-dimension prescribed by Carl Roger. The variation among the average performance in the light of self-concept is not significant; gender wise difference has been found as insignificant and locality wise difference has been found significant difference. It is concluded that local influence can make a difference for developing the self-concept i.e. self-esteem, self-image and self-actualization.

11. Reference


About Author’s:

Dr. Bapi Mishra is serving as an Assistant Professor, Department of Education, University of Gour Banga, Malda, West Bengal, India. He served as an Assistant teacher in a school (Manik Nagar High School, Murshidabad) under West Bengal Board of Secondary Education; also as an Assistant Professor in Government aided college (Nahata J.N.M.S Mahavidyalaya, Noth 24th Parganas) under the Department of Higher Education, West Bengal. Areas of specialization are Educational Psychology, Educational Philosophy, Educational Technology, Teacher Education, Environmental Education, Special Education, and Measurement & Evaluation. He got his PhD from University of Kalyani, West Bengal. Nowadays, he is engaged in different types of innovative activities related to the educational issues.

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